JOHN E EWING MIDDLE 171 E. Jr. High Rd. Gaffney, S.C. 29340 6-8 Middle School GRADES ENROLLMENT 528 Students Jim Touchberry 864-489-3176 PRINCIPAL SUPERINTENDENT Dr. William B. James 864-902-3500 BOARD CHAIR Mr. Jerry McDaniel 864-839-6723 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory U 31 14 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

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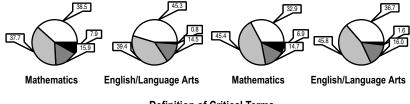
John E Ewing Middle 110100

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

**Our School** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Middle Schools with Students like Ours

	<b>Definition of Critical Terms</b>
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	147	94
Percent satisfied with learning environment	94.9%	69.2%	85.9%
Percent satisfied with social and physical environment	81.6%	70.1%	68.9%
Percent satisfied with home-school relations	57.9%	70.1%	70.3%

John E Ewing Middle 1101002

Female	PACT PERFORMANCE BY GROUP								
All students			15, 0		ىن <i>د</i> /		/ *	6	and,
All students		/.5	ert Testill	red /	"Bazı	asic /	oficien	wance c	cient inceo
All students   525   99.0   45.3   39.4   14.5   0.8   15.3   17.6   Gender   Male   270   98.5   46.8   40.7   10.9   1.6   12.5   17.1   Recial/Ethnic Group   White   356   99.2   32.9   47.3   18.6   1.2   19.8   17.1   Asian/Pacific Islander   N/A   0.0   N/A   N/A   N/A   N/A   N/A   17.1   Asian/Pacific Islander   N/A   0.0   N/A   N/A   N/A   N/A   N/A   N/A   17.1   Asian/Pacific Islander   10   100.0   N/A   N/A   N/A   N/A   N/A   N/A   N/A   17.1   American Indian/Alaskan   1   100.0   N/A   N/		Molli	30, 06	(8) \ (8)	HOA.	80/0/0	Sec 0/2	POT PION	PGA10
All students   525   99.0   45.3   39.4   14.5   0.8   15.3   17.6   Gender   Male   270   98.5   46.8   40.7   10.9   1.6   12.5   17.1   Recial/Ethnic Group   White   356   99.2   32.9   47.3   18.6   1.2   19.8   17.1   Asian/Pacific Islander   N/A   0.0   N/A   N/A   N/A   N/A   N/A   17.1   Asian/Pacific Islander   N/A   0.0   N/A   N/A   N/A   N/A   N/A   N/A   17.1   Asian/Pacific Islander   10   100.0   N/A   N/A   N/A   N/A   N/A   N/A   N/A   17.1   American Indian/Alaskan   1   100.0   N/A   N/		/ <b>V</b> V		0/0				olo.	<u>/</u> 5
See	All students	EDE	00.0	45.2					
Male         270         98.5         46.8         40.7         10.9         1.6         12.5         17.1           Female         255         99.6         43.8         38.0         18.2         N/A         18.2         17.1           Racial/Ethnic Group         White         356         99.2         32.9         47.3         18.6         1.2         19.8         17.1           Asian/Pacific Islander         N/A         0.0         N/A		525	99.0	40.0	39.4	14.5	0.6	13.3	17.0
Female 255 99.6 43.8 38.0 18.2 N/A 18.2 17.4 Racial/Ethnic Group White 356 99.2 32.9 47.3 18.6 1.2 19.8 17.4 African-American 158 98.7 71.9 21.9 6.2 N/A 6.2 17.4 Asian/Pacific Islander N/A 0.0 N/A		270	98.5	46.8	40.7	10.9	1.6	12.5	17.6
Racial/Ethnic Group   White									17.6
White	Racial/Ethnic Group	200	00.0	10.0	00.0	10.2	1471	10.2	
Asian/Pacific Islander   N/A   0.0   N/A	· · · · · · · · · · · · · · · · · · ·	356	99.2	32.9	47.3	18.6	1.2	19.8	17.6
Hispanic 10 100.0 N/A N/A N/A N/A N/A N/A N/A 17.4 American Indian/Alaskan 1 100.0 N/A	African-American	158	98.7	71.9	21.9	6.2	N/A	6.2	17.6
American Indian/Alaskan 1 100.0 N/A N/A N/A N/A N/A N/A 17.1  Disability Status  Not disabled 459 99.6 41.2 41.2 16.7 0.9 17.6 17.0  Disabled 66 95.5 72.3 27.7 N/A N/A N/A N/A N/A 17.1  Migrant Status  Migrant N/A 0.0 N/A N/A N/A N/A N/A N/A N/A N/A 17.1  Non-migrant 525 99.0 45.3 39.4 14.5 0.8 15.3 17.1  English Proficiency  Limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A N/A 17.1  Non-imited English proficient 520 99.0 45.1 39.5 14.6 0.8 15.4 17.1  Socio-Economic Status  Subsidized meals 308 99.4 57.2 32.9 9.5 0.4 9.9 17.7  Full-pay meals 217 98.6 29.0 48.3 21.3 1.4 22.7 17.1  Mathematics  All students 525 100.0 38.5 37.7 15.9 7.9 23.8 15.1  Gender Male 270 100.0 40.2 34.1 16.9 8.8 25.7 15.1  Remale 255 100.0 36.8 41.3 14.9 7.0 21.9 15.1  Racial/Ethnic Group  White 356 100.0 30.1 37.6 20.9 11.3 32.2 15.1  African-American 15.8 100.0 57.5 36.3 5.5 0.7 6.2 15.1  African-American 15.8 100.0 57.5 36.3 5.5 0.7 6.2 15.1  African-American 15.8 100.0 N/A	Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disablet   Status   Not disabled   459   99.6   41.2   41.2   16.7   0.9   17.6   17.1	Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Not disabled	American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disabled   66   95.5   72.3   27.7   N/A   N/A   N/A   17.5   N/A   N/	Disability Status								
Migrant Status         Migrant N/A         0.0         N/A		459	99.6	41.2	41.2	16.7	0.9	17.6	17.6
Migrant		66	95.5	72.3	27.7	N/A	N/A	N/A	17.6
Non-migrant   525   99.0   45.3   39.4   14.5   0.8   15.3   17.6									
Section   Proficiency   Section	•	N/A	0.0						17.6
Limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A 17.1 Non-limited English proficient 520 99.0 45.1 39.5 14.6 0.8 15.4 17.1 Socio-Economic Status Subsidized meals 308 99.4 57.2 32.9 9.5 0.4 9.9 17.1 Full-pay meals 217 98.6 29.0 48.3 21.3 1.4 22.7 17.1 Mathematics All students 525 100.0 38.5 37.7 15.9 7.9 23.8 15.1 Mathematics Mathe	· ·	525	99.0	45.3	39.4	14.5	0.8	15.3	17.6
Non-limited English proficient   520   99.0   45.1   39.5   14.6   0.8   15.4   17.6	•		100.0	N1/A	N1/A	N1/A	NI/A	N1/A	47.0
Socio-Economic Status   Subsidized meals   308   99.4   57.2   32.9   9.5   0.4   9.9   17.4	0 1								
Subsidized meals   308   99.4   57.2   32.9   9.5   0.4   9.9   17.4	0 1	520	99.0	45.1	39.5	14.6	0.8	15.4	17.6
Mathematics   Sender   Sende		000	00.4	F7.0	22.0	0.5	0.4	0.0	47.C
Mathematics   S25   100.0   38.5   37.7   15.9   7.9   23.8   15.5									
All students 525 100.0 38.5 37.7 15.9 7.9 23.8 15.6   Gender	ruli-pay meais	217	90.0	29.0	40.3	21.3	1.4	22.1	17.0
All students 525 100.0 38.5 37.7 15.9 7.9 23.8 15.6   Gender					Mathe	matics			
Male	All students	525	100.0	38.5			7.9	23.8	15.5
Female 255 100.0 36.8 41.3 14.9 7.0 21.9 15.8   Racial/Ethnic Group White 356 100.0 30.1 37.6 20.9 11.3 32.2 15.4   African-American 158 100.0 57.5 36.3 5.5 0.7 6.2 15.4   Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A N/A N/A 15.4   Hispanic 10 100.0 N/A N/A N/A N/A N/A N/A N/A N/A 15.4   American Indian/Alaskan 1 100.0 N/A N/A N/A N/A N/A N/A N/A N/A 15.5   Disability Status Not disabled 459 100.0 33.2 39.8 17.9 9.2 27.1 15.5   Disabled 66 100.0 72.7 24.2 3.0 N/A 3.0 15.4   Migrant Status Migrant N/A 0.0 N/A N/A N/A N/A N/A N/A N/A 15.5   English Proficiency Limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A N/A 15.5   English Proficiency Socio-Economic Status		525	100.0	00.0	01.1	10.0	7.0	20.0	10.0
Female 255 100.0 36.8 41.3 14.9 7.0 21.9 15.8 Racial/Ethnic Group  White 356 100.0 30.1 37.6 20.9 11.3 32.2 15.4 African-American 158 100.0 57.5 36.3 5.5 0.7 6.2 15.4 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A N/A N/A N/A 15.4 American Indian/Alaskan 1 100.0 N/A		270	100.0	40.2	34.1	16.9	8.8	25.7	15.5
Racial/Ethnic Group   White   356   100.0   30.1   37.6   20.9   11.3   32.2   15.4   African-American   158   100.0   57.5   36.3   5.5   0.7   6.2   15.4   Asian/Pacific Islander   N/A   0.0   N/A   N	Female	-	100.0	36.8	41.3	14.9	7.0	21.9	15.5
African-American  African-American  Asian/Pacific Islander  N/A  Asian/Pacific Islander  N/A  N/A  N/A  N/A  N/A  N/A  N/A  N/	Racial/Ethnic Group	200							
Asian/Pacific Islander N/A  N/A  N/A  N/A  N/A  N/A  N/A  N/A	White	356	100.0	30.1	37.6	20.9	11.3	32.2	15.5
Hispanic 10 100.0 N/A N/A N/A N/A N/A N/A 15.  American Indian/Alaskan 1 100.0 N/A N/A N/A N/A N/A N/A 15.  Disability Status  Not disabled 459 100.0 33.2 39.8 17.9 9.2 27.1 15.  Disabled 66 100.0 72.7 24.2 3.0 N/A 3.0 15.  Migrant Status  Migrant N/A 0.0 N/A N/A N/A N/A N/A N/A N/A 15.  Non-migrant 525 100.0 38.5 37.7 15.9 7.9 23.8 15.  English Proficiency  Limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A N/A 15.  Non-limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A 15.  Socio-Economic Status	African-American	158	100.0	57.5	36.3	5.5	0.7	6.2	15.5
American Indian/Alaskan 1 100.0 N/A N/A N/A N/A N/A N/A 15.  Disability Status  Not disabled 459 100.0 33.2 39.8 17.9 9.2 27.1 15.  Disabled 66 100.0 72.7 24.2 3.0 N/A 3.0 15.  Migrant Status  Migrant N/A 0.0 N/A N/A N/A N/A N/A N/A N/A 15.  Non-migrant 525 100.0 38.5 37.7 15.9 7.9 23.8 15.  English Proficiency  Limited English proficient 5 100.0 N/A N/A N/A N/A N/A N/A N/A 15.  Non-limited English proficient 520 100.0 38.2 37.8 16.0 8.0 24.0 15.  Socio-Economic Status	Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Not disabled		1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disabled 66 100.0 72.7 24.2 3.0 N/A 3.0 15.1 Migrant Status  Migrant N/A 0.0 N/A N/A N/A N/A N/A N/A 15.1 Non-migrant 525 100.0 38.5 37.7 15.9 7.9 23.8 15.1 English Proficiency  Limited English proficient 5 100.0 N/A	<u> </u>								
Migrant Status         Value									15.5
Migrant         N/A         0.0         N/A         N/A         N/A         N/A         N/A         N/A         N/A         15.           Non-migrant         525         100.0         38.5         37.7         15.9         7.9         23.8         15.           English Proficiency         5         100.0         N/A         N/A         N/A         N/A         N/A         N/A         N/A         N/A         15.           Non-limited English proficient         520         100.0         38.2         37.8         16.0         8.0         24.0         15.           Socio-Economic Status         100.0		66	100.0	72.7	24.2	3.0	N/A	3.0	15.5
Non-migrant         525         100.0         38.5         37.7         15.9         7.9         23.8         15.6           English Proficiency         English Proficient         5         100.0         N/A         N/A         N/A         N/A         N/A         N/A         15.8           Non-limited English proficient         520         100.0         38.2         37.8         16.0         8.0         24.0         15.8           Socio-Economic Status         15.8         15.8         16.0         8.0         24.0         15.8		NI/A	0.0	N1/A	NI/A	N1/A	NI/A	NI/A	15.5
English Proficiency         5         100.0         N/A         N/A         N/A         N/A         N/A         N/A         15.3           Non-limited English proficient Status         520         100.0         38.2         37.8         16.0         8.0         24.0         15.3	0								
Limited English proficient         5         100.0         N/A         N/A         N/A         N/A         N/A         N/A         15.3           Non-limited English proficient         520         100.0         38.2         37.8         16.0         8.0         24.0         15.3           Socio-Economic Status         100.0         38.2         37.8         16.0         8.0         24.0         15.3		525	100.0	38.5	3/./	15.9	7.9	23.8	15.5
Non-limited English proficient 520 100.0 38.2 37.8 16.0 8.0 24.0 15.6 Socio-Economic Status		-	100.0	N1/A	NI/A	NI/A	NI/A	NI/A	15.5
Socio-Economic Status	• •						,	,	
	· .	520	100.0	38.2	3/.8	10.0	8.0	∠4.0	15.5
300   100.0   40.0   30.0   12.7   4.0   17.3   13.5		200	100.0	46.6	36.0	12.7	16	17.2	15.5
Full-pay meals 217 100.0 27.4 39.9 20.2 12.5 32.7 15.4							-		15.5

# PACT PERFORMANCE BY GRADE LEVEL

		Enroll	MOJ 0/0	0/085	ale of	0/0	0/0	6/0 blo.
		_ • •			/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	155	N/A	46.1	34.4	14.9	4.5	19.5
	Grade 7	170	N/A	45.0	39.6	14.2	1.2	15.4
•	Grade 8	178	N/A	40.3	41.5	15.3	2.8	18.2
$\triangle$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	172	100.0	40.7	40.1	18.5	0.6	19.1
	Grade 7	169	98.8	40.5	41.2	17.6	0.7	18.3
	Grade 8	184	98.4	53.7	37.1	8.0	1.1	9.1

				M	athematio	s		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	155	N/A	34.4	42.9	13.0	9.7	22.7
	Grade 7	170	N/A	50.6	31.8	10.0	7.6	17.6
•	Grade 8	178	N/A	48.9	37.5	11.9	1.7	13.6
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	172	100.0	28.4	37.7	26.5	7.4	34.0
	Grade 7	169	100.0	36.4	39.0	10.4	14.3	24.7
	Grade 8	184	100.0	49.7	36.6	10.9	2.9	13.7

# SCHOOL PROFILE

o	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 528)				
Students enrolled in high school credit courses (grades 7 & 8)	32.5%	Up from 16.4%	10.8%	14.4%
Retention rate	N/A	N/A	3.3%	2.3%
Attendance rate Eligible for gifted and talented	94.4%	Down from 94.6%	95.1%	95.2%
	14.2%	Up from 13.7%	12.2%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	10.9%	Down from 11.7%	14.2%	14.1%
	1.3%	No change	5.1%	4.9%
Suspended or expelled	0.4%	Up from 0.0%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees Continuing contract teachers	54.3%	Up from 48.6%	45.2%	47.1%
	82.9%	Down from 89.2%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.0%	Up from 75.1%	81.8%	84.3%
Teacher attendance rate Average teacher salary	95.7%	Up from 95.2%	94.8%	95.0%
	\$39,977	Down 1.0%	\$38,722	\$39,924
Prof. development days/teacher	8.8 days	Down from 9.2 days	10.7 days	10.7 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	20.7 to 1	Down from 20.9 to 1	20.8 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	88.6%	Up from 88.2%	88.6%	88.9%
	\$6,147	Up 5.5%	\$5,926	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	63.9%	Up from 62.3%	62.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	97.3%	Up from 95.3%	94.7%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Appreviations for M	iissing Data
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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

After three years as Ewing Middle School, we have implemented many new and exciting strategies and programs to help our children excel on the PACT test and, consequently, improve our school report card grade. We believe our school provides students with a quality learning environment. Teachers work hard to provide students with the best educational opportunities possible. We do accept the challenge that test scores are going to be the chief indicator of our success and that our responsibility as educators is to significantly improve our status.

The additional strategies we have implemented include an ENCORE program, providing additional basic instruction to all of our students, and an after school tutorial program targeting below basic testers. An intervention period allows core teachers to provide remediation for students. This period also gives teachers an opportunity to contact parents and involve them in their students' learning.

We believe that progressive change always has been, and always will be, the essential ingredient for the success of schools in a constantly changing world. To be content with less than our best leads to stagnation and, consequently, stunts our children's educational growth. The continuous process of accountability and self-examination encouraged by instruments such as our State Report Card helps ensure the quality of education that our students deserve.

Jim Touchberry, Principal

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.